DOCUMENT RESUME

ED 302 313 JC 890 040

AUTHOR Kyger, Betty L.
TITLE An Investigation of the Evaluation of Faculty Development Practices in Illinois Community Colleges.
PUB DATE 85
NOTE 186p.; Ph.D. dissertation; Illinois State University.
AVAILABLE FROM University Microfilms, P. O. Box 1764, Ann Arbor, MI 48106 (Order No. ADG85-14776).
PUB TYPE Dissertations/Theses - Doctoral Dissertations (041) -- Reports - Research/Technical (143) -- Tests/Evaluation Instruments (160)

EDRS PRICE Document Not Available from EDRS.
DESCRIPTORS Administrator Attitudes; *College Faculty; Community Colleges; *Evaluation Methods; *Faculty Development; Faculty Evaluation; Instructional Effectiveness; *Instructional Improvement; Program Effectiveness; *Program Evaluation; Questionnaires; State Surveys; Teacher Attitudes; Two Year Colleges
IDENTIFIERS *Illinois

ABSTRACT

In fall 1984, a study was conducted to identify current instruction-related faculty development practices within Illinois's community colleges and to investigate the methods used to evaluate these practices. Data were collected from faculty development directors, academic administrators, and full-time teaching faculty in a two-stage process. During the first stage, colleges with relevant programs were identified, and during the second stage, faculty and administrators were surveyed about the evaluation of faculty development practices and the extent of improvement of instruction resulting from these practices. Study findings, based on responses from 36 of 48 faculty devlopment directors, 75 of 120 academic administrators, and 153 of 374 faculty members, included the following: (1) the most common faculty development practices at the colleges were sabbatical leaves, professional travel, tuition waivers for courses at the employing college, and workshops or seminars; (2) the most common evaluation methods were questionnaires, written reports by participants, and informal feedback; (3) faculty development practices were not adequately evaluated, perhaps due to lack of staff, time, funds, and expertise in evaluation methodology; and (4) there was little agreement among the program directors, academic administrators, and faculty with respect to the effectiveness of evaluation methods or the extent of instructional improvement resulting from the faculty development practices. (AJL)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****